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TOEFL iBT® *Quick Prep*

Volume 3

TOEFL®

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Introduction

ABOUT THE TOEFL iBT® TEST

The TOEFL iBT test measures your ability to use and understand the English language as it is read, heard, spoken, and written in the university classroom. As the most accepted English-language test in the world, more than 8,000 universities, agencies, and other institutions in more than 130 countries accept TOEFL scores as part of their admissions criteria.

In order for the TOEFL iBT test to measure how well you read, listen, speak, and write in English, and how well you use these skills together, you will be asked to integrate these skills. For example, you may read a passage or listen to a lecture, and then write or speak about what you learned.

USING TOEFL IBT® QUICK PREP

TOEFL iBT Quick Prep can help you prepare for the TOEFL iBT test. All the questions in this Quick Prep book are real TOEFL iBT questions given to examinees at worldwide test administrations, but some questions are presented differently than on the real test.

Quick Prep includes questions from all four sections of the TOEFL iBT test: Reading, Listening, Speaking, and Writing.

Audio portions of the Listening, Speaking, and Writing sections are provided wherever you see the headphones icon:

These audio files are available:
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As in the real test, you may take notes while you listen, and you may use your notes to help you answer the questions.

FOR MORE INFORMATION

For complete information about what to expect on the test, how to prepare, and how to register, visit **www.toeflgoanywhere.org**.

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Reading Section

This section measures your ability to understand academic passages in English. You can skip questions and go back to them later as long as there is time remaining.

Now begin the Reading section.

Reading Practice Set 1: Passage and Questions
Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

AGRICULTURE, IRON, AND THE BANTU PEOPLE

Paragraph

1 There is evidence of agriculture in Africa prior to 3000 B.C. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major centers of the Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins are not African but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extends from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

2 Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780-1560 B.C.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300–200 B.C., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century A.D. This was an important innovation, because the camel's ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

3 Iron came from West Asia, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.

Paragraph

4 This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

5 Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.

6 The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. They spoke a language, proto-Bantu ("bantu" means "the people"), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion.

Directions: Now answer the questions.

1. **The word "diffused" in the passage is closest in meaning to**
   (A) emerged
   (B) was understood
   (C) spread
   (D) developed

2. **According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?**
   (A) African lakes and rivers already provided enough food for people to survive without agriculture.
   (B) The earliest examples of cultivated plants discovered in Africa are native to Asia.
   (C) Africa's native plants are very difficult to domesticate.
   (D) African communities were not large enough to support agriculture.

3. **In paragraph 1, what does the author imply about changes in the African environment during this time period?**
   (A) The climate was becoming milder, allowing for a greater variety of crops to be grown.
   (B) Although periods of drying forced people south, they returned once their food supply was secure.
   (C) Population growth along rivers and lakes was dramatically decreasing the availability of fish.
   (D) A region that had once supported many people was becoming a desert where few could survive.

4. According to paragraph 2, camels were important because they

(A) were the first domesticated animal to be introduced to Africa
(B) allowed the people of the West African savannahs to carve out large empires
(C) helped African peoples defend themselves against Egyptian invaders
(D) made it cheaper and easier to cross the Sahara

5. According to paragraph 2, which of the following were subjects of rock paintings in the Sahara?

(A) Horses and chariots
(B) Sheep and goats
(C) Hyksos invaders from Egypt
(D) Camels and cattle

6. What function does paragraph 3 serve in the organization of the passage as a whole?

(A) It contrasts the development of iron technology in West Asia and West Africa.
(B) It discusses a non-agricultural contribution to Africa from Asia.
(C) It introduces evidence that a knowledge of copper working reached Africa and Europe at the same time.
(D) It compares the rates at which iron technology developed in different parts of Africa.

7. The word "profound" in the passage is closest in meaning to

(A) fascinating
(B) far-reaching
(C) necessary
(D) temporary

8. The word "ritual" in the passage is closest in meaning to

(A) military
(B) physical
(C) ceremonial
(D) permanent

9. According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:

(A) Access to metal tools and weapons created greater social equality.
(B) Metal weapons increased the power of warriors.
(C) Iron tools helped increase the food supply.
(D) Technical knowledge gave religious power to its holders.

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

(A) While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
(B) Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.
(C) Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
(D) Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.

11. The word "fleeing" in the passage is closest in meaning to

(A) afraid of
(B) displaced by
(C) running away from
(D) responding to

12. Paragraph 6 mentions all of the following as possible causes of the "Bantu explosion" EXCEPT

(A) superior weapons
(B) better hunting skills
(C) peaceful migration
(D) increased population

13. In paragraph 6 of the passage, there is a missing sentence. The paragraph is repeated below and shows four letters (A, B, C, and D) that indicate where the following sentence could be added.

These people had a significant linguistic impact on the continent as well.

Where would the sentence best fit?

The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. **(A)** Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. **(B)** They spoke a language, proto-Bantu ("bantu" means "the people"), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. **(C)** Still, the process is uncertain, and peaceful migration—or simply rapid demographic growth—may have also caused the Bantu explosion. **(D)**

(A) Option A
(B) Option B
(C) Option C
(D) Option D

14. ***Directions:*** **An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.** ***This question is worth 2 points.***

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Agriculture and iron working probably spread to Africa from neighboring regions.

•

•

•

Answer Choices

(A) Once Africans developed their own native crops, they no longer borrowed from other regions.

(B) The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.

(C) The use of livestock improved transportation and trade and allowed for new forms of political control.

(D) As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.

(E) The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.

(F) Today's Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.

Listening Section

This section measures your ability to understand conversations and lectures in English.

Audio portions of the Listening section are provided wherever you see the headphones icon:

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Next, answer the questions. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Answer each question before moving on. Do not return to previous questions.

Give yourself 10 minutes to answer all the questions in the Listening section. Do not count the time it takes to listen to or read the conversation and lectures.

Now begin the Listening section.

Listening Practice Set 1: Conversation and Questions

Directions: Listen to Track 1.

Directions: Now answer the questions.

15. Why does the man go to see the registrar?
(A) To find out why he is not on the list of graduating students
(B) To explain why he has not fulfilled his graduation requirements
(C) To find out the exact requirements for graduation
(D) To submit a document required for graduation

16. According to the registrar, what step is currently taken to ensure that students fulfill their graduation requirements?
(A) Academic records are regularly checked by the registrar's office.
(B) Students meet with a department chairperson to plan their course work.
(C) Students receive letters listing the courses that they still need to take.
(D) Warning letters are sent to students who have fallen behind in their course work.

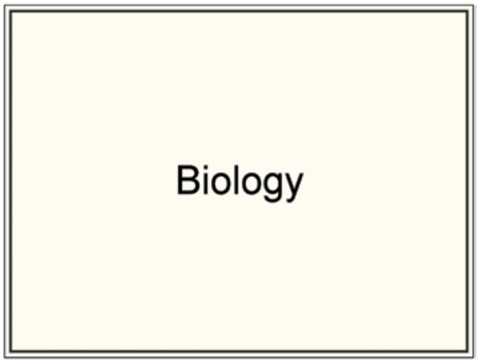
17. Why does the man mention his classmates?
(A) To explain how he obtained information about field research
(B) To point out that many students like to do field research
(C) To show that it is difficult to get intermediate-level credits
(D) To emphasize his motivation to do field research in two of his courses

18. Why does the registrar tell the man to contact his chairperson immediately?
(A) A deadline has already passed.
(B) The man has a limited time to resolve his problem.
(C) The man first needs to find out if the chairperson will help him.
(D) Issuing a new grade may take longer than expected.

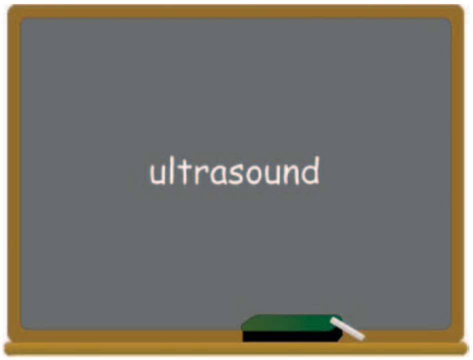
19. Listen to Track 2.
(A) She is uncertain about the reliability of the computer.
(B) She will approve the man's form despite her doubts about it.
(C) She needs more information about the man's credits.
(D) She needs to call someone to help her fix computer errors.

Listening Practice Set 2: Lecture and Questions

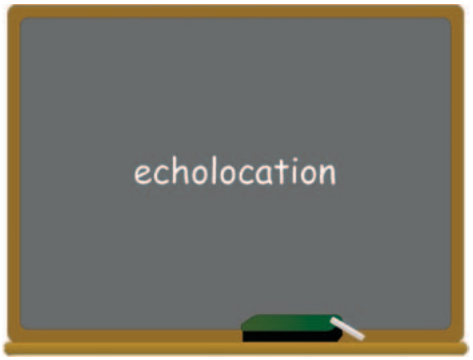
Directions: Listen to Track 3.



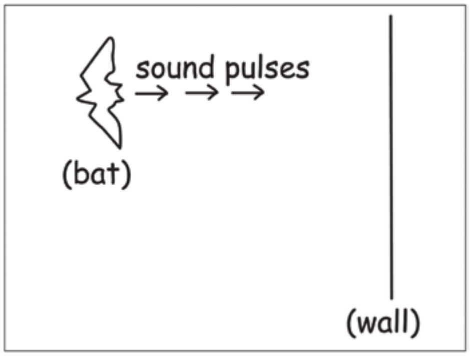
Biology



ultrasound



echolocation



Directions: Now answer the questions.

20. What is the lecture mainly about?
(A) How animals emit ultrasonic pulses
(B) How bats use acoustical signals
(C) A comparison of echolocation and radar
(D) Variations among bats in the use of ultrasound

21. Why does the professor decide NOT to add more information to the diagram on the board?
(A) She wants students to complete the diagram themselves as an assignment.
(B) She needs to look up some information in order to complete the diagram accurately.
(C) The additional information is not relevant to the topic that she wants to discuss next.
(D) Students already have the additional information in their textbook.

22. According to the professor, what are two ways in which a moth might react when it detects the presence of a bat? *Choose 2 answers*.
[A] The moth might stop beating its wings.
[B] The moth might emit high-frequency sounds.
[C] The moth might leave the area.
[D] The moth might change its color to match its surroundings.

23. What surprising information did a recent experiment reveal about lesser spear-nosed bats?
(A) They filter out echoes from some types of trees.
(B) They can analyze echoes from stationary objects with complex surfaces.
(C) They cannot analyze "jagged" echoes.
(D) They cannot analyze echoes from certain types of small moving objects.

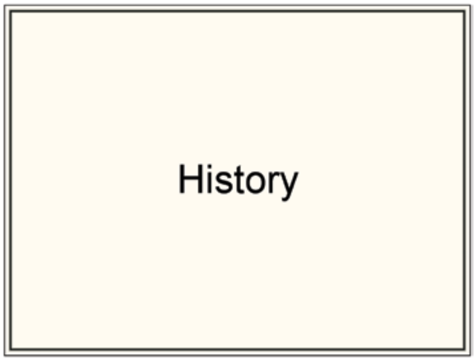
24. According to the professor, why does a pine tree produce a "smooth" echo?
(A) Because it has a smooth trunk
(B) Because it has large branches spaced at regular intervals
(C) Because it has many small, densely packed needles
(D) Because it remains stationary in all types of weather

25. Listen to Track 4.

(A) To answer a question that Carol asked
(B) To correct a statement that Carol made
(C) To praise Carol for an example that she gave
(D) To give an example of a principle that Carol stated

Listening Practice Set 3: Lecture and Questions

Directions: Listen to Track 5.


History

Directions: Now answer the questions.

26. What is the lecture mainly about?

(A) Political events that led to the invention of eyeglasses
(B) A comparison of attitudes toward vision correction in Europe and China
(C) The relationship between the printing press and literacy
(D) An overview of vision correction over time

27. According to the professor, what was an advantage of using clear glass instead of quartz to make reading stones?

(A) Clear glass was easier to find than quartz.
(B) Clear glass was easier to cut to the appropriate size.
(C) Clear glass magnified the letters more than quartz did.
(D) Clear glass was less expensive than quartz.

28. What does the professor imply about the invention of eyeglasses?

(A) Its historical records are more detailed than those of other inventions.
(B) It had little impact on social attitudes toward vision correction.
(C) Its occurrence in different places at approximately the same time is not unusual.
(D) It contributed to a substantial increase in the number of literate people.

29. Which sentence best describes eyeglasses before the invention of the printing press?

(A) They were available to everyone.
(B) They were a symbol of wealth and wisdom.
(C) They could not correct vision accurately.
(D) They could be bought only from traveling peddlers.

30. Put the events in the order that they happened.

1.
2.
3.
4.

Answer Choices

(A) Inexpensive eyeglasses became available.
(B) The first eyeglasses were made.
(C) The number of people interested in reading increased.
(D) The printing press was invented.

31. Listen to Track 6.

(A) She is impressed by the solution.
(B) The solution she describes is obvious.
(C) The solution was not a common practice.
(D) The solution was not particularly expensive.

Speaking Section

This section measures your ability to speak about a variety of topics.

Audio portions of the Speaking section are provided wherever you see the headphones icon:
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Written transcripts of the audio portions of Speaking Practice Set 2 and Speaking Practice Set 3 are located in Appendix B. If you do not have access to the audio portions, but do have access to people with good English pronunciation, ask them to read the transcripts aloud to you. Listening to the transcripts is better practice than reading them to yourself. If someone reads the transcripts to you, make sure you see the pictures. You may take notes while you listen, and you may use your notes to help you answer the questions. Listen to or read each transcript only **one** time.

For Speaking Practice Set 1, you will speak about a familiar topic. Your response is scored on your ability to speak clearly and coherently about the topic.

For Speaking Practice Set 2, you will first read a short text and then listen to or read a transcript of a conversation on the same topic. You will then be asked a question about both. You will need to combine appropriate information from the text and the conversation to provide a complete answer to the question. Your response is scored on your ability to speak clearly and coherently, and on your ability to accurately convey information about the text and the conversation.

For Speaking Practice Set 3, you will listen to or read part of a lecture. You will then be asked a question about it. Your response is scored on your ability to speak clearly and coherently and on your ability to accurately convey information from the lecture.

You may take notes, and you may use your notes to help you prepare your responses. For each question, you will be given a short time to prepare your response. When the preparation time is up, record yourself answering the question as completely as possible.

Now begin the Speaking section.

Speaking Practice Set 1: Question

32. Directions: You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

Listen to Track 7.

State whether you agree or disagree with the following statement. Then explain your reasons, using specific details in your explanation.

Learning through online courses is more effective than learning in the traditional classroom setting.

PREPARATION TIME: 15 seconds
RESPONSE TIME: 45 seconds

Speaking Practice Set 2: Passage, Conversation, and Question

Directions: You will now read a short passage and listen to a talk on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 8.

READING TIME: 50 seconds

MUSIC COMING TO CAFETERIAS

Mary Dixon, Director of the Student Life Committee, announced yesterday that beginning next semester, university cafeterias will broadcast classical music during mealtimes. "Music will foster a more relaxed atmosphere," said Dixon. "Students' lives are hectic, and mealtimes provide important opportunities to take a break and catch up with friends before moving on to the next class or assignment." Added Dixon, "We're also hoping that, if we provide the music, students will unplug their personal music devices—their Walkmans™ and MP3 players or whatever—and will spend more time talking to each other. When students have their headphones on, they're not connecting with each other."

Listen to Track 9.

33. The man expresses his opinion of the university's plan. State his opinion and explain the reasons he gives for holding that opinion.

PREPARATION TIME: 30 seconds
RESPONSE TIME: 60 seconds

Speaking Practice Set 3: Lecture and Question

Directions: You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 10.

34. Using points and examples from the lecture, explain the two major factors of product quality and how their role in consumer decision making has changed.

PREPARATION TIME: 20 seconds
RESPONSE TIME: 60 seconds

Writing Section

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For Writing Practice Set 1, you will read a passage and listen to or read a lecture. Then you will respond to a question that asks you about the relationship between the reading passage and the lecture. Try to answer as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You may consult the reading passage again when it is time for you to write.

Typically, an effective response will be 150 to 225 words. Your response is judged on the quality of your writing and on the completeness and accuracy of the content.

Now begin the Writing section.

Writing Practice Set 1: Passage, Lecture, and Question
Directions: Give yourself 3 minutes to read the passage.

READING TIME: 3 minutes

Toward the end of his life, the Chevalier de Seingalt (1725–1798) wrote a long memoir recounting his life and adventures. The Chevalier was a somewhat controversial figure, but since he met many famous people, including kings and writers, his memoir has become a valuable historical source about European society in the eighteenth century. However, some critics have raised doubts about the accuracy of the memoir. They claim that the Chevalier distorted or invented many events in the memoir to make his life seem more exciting and glamorous than it really was.

For example, in his memoir the Chevalier claims that while living in Switzerland, he was very wealthy, and it is known that he spent a great deal of money there on parties and gambling. However, evidence has recently surfaced that the Chevalier borrowed considerable sums of money from a Swiss merchant. Critics thus argue that if the Chevalier had really been very rich, he would not have needed to borrow money.

Critics are also skeptical about the accuracy of the conversations that the Chevalier records in the memoir between himself and the famous writer Voltaire. No one doubts that the Chevalier and Voltaire met and conversed. However, critics complain that the memoir cannot possibly capture these conversations accurately, because it was written many years after the conversations occurred. Critics point out that it is impossible to remember exact phrases from extended conversations held many years earlier.

Critics have also questioned the memoir's account of the Chevalier's escape from a notorious prison in Venice, Italy. He claims to have escaped the Venetian prison by using a piece of metal to make a hole in the ceiling and climbing through the roof. Critics claim that while such a daring escape makes for enjoyable reading, it is more likely that the Chevalier's jailers were bribed to free him. They point out that the Chevalier had a number of politically well-connected friends in Venice who could have offered a bribe.

Directions: Listen to Track 11.

Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

RESPONSE TIME: 20 minutes

35. Summarize the points made in the lecture, being sure to explain how they respond to the specific points made in the reading passage.

READING SECTION

Reading Practice Set 1

1. C
2. B
3. D
4. D
5. A
6. B
7. B
8. C
9. A
10. B
11. C
12. B
13. B
14. C, E, F

LISTENING SECTION

Listening Practice Set 1

15. D
16. B
17. D
18. B
19. C

Listening Practice Set 2

20. B
21. D
22. A, C
23. B
24. C
25. B

Listening Practice Set 3

26. D
27. D
28. C
29. B
30. B, D, C, A
31. C

SPEAKING SECTION

Speaking Practice Set 1

32. To respond to this particular question, you should clearly state what your opinion is: Do you agree or disagree that learning through online courses is more effective than learning in the traditional classroom setting? Then you should give reasons to support your opinion. If you take the position that you agree that online courses are more effective, you might give the reason that online courses are more effective because a student can study at anytime from anywhere. You might further support that reason by using an example from your own experience. You might say that you learn best in the evenings and so online courses allow you to learn when you are best able to concentrate, whereas in a traditional classroom, you have to concentrate at a particular time.

If you disagree with the statement and believe that online courses are not more effective than learning in a traditional classroom, you might give an example of something that happens in the classroom that makes learning effective. You might say that direct contact with a teacher is important. You could continue to develop your response by giving examples of how direct contact is beneficial to learning.

Keep in mind that there is no "correct" answer to this question. Whether you agree or disagree with the statement, your answer can be supported with examples. The important part of this task is to make sure that you state your opinion and develop your response with good examples and relevant details.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Independent Speaking Rubrics (see Appendix A).

Speaking Practice Set 2

33. To respond to this particular question, you should state the man's opinion of the university's plan to play classical music over the loudspeakers in the cafeterias during mealtimes. In this case, the man disagrees with the university's plan.

After stating that the man disagrees with the plan, you should convey the two main reasons he gives for holding that opinion. You will need to connect information from the conversation to the reading in order for the response to be complete. The man says that the first reason given for the music—that music will help students relax during meals—isn't valid. He says that students actually want to study during meals, not relax. You could also point out that students would probably find the music distracting.

Your response should also convey the man's second reason for not agreeing with the university's plan. You should say that the university hopes to cause students to unplug their personal music devices and spend time talking to each other, but that the man doesn't think this will happen. You should mention that the man thinks students don't like classical music and so they will keep listening to their own personal music devices anyway.

As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubrics (see Appendix A).

Speaking Practice Set 3

34. To respond to this particular question, you should explain the major factors of product quality and how their role in consumer decision making has changed. You should include relevant points and examples from the lecture (and not from any other source). To begin your response, you could explain that product quality plays a role in decision making as explained at the beginning of the lecture. You could briefly mention that the two major factors of quality are reliability and features.

    Then you would explain the first factor of product quality: reliability. You could say that reliability is the absence of any defects or problems. Then you would talk about how the role of reliability has changed over time: In the past people thought mainly about reliability, but today people think less about it because products are reliable in general. You would then need to include the example mentioned in the lecture. The professor mentions that today when people buy cars, reliability isn't a factor in decision making because everyone assumes cars are reliable.

    In your response, you would also need to explain the second major factor of product quality mentioned in the lecture: features. You would explain that features are all the extra things a product has. You could give the examples the professor uses of features in a car. Then you would talk about how the role in consumer decision making has changed. You would say that today people focus on features.

    You do not need to repeat all of the details from the lecture. You need to only give sufficient details to explain the two factors and how their role in consumer decision making has changed.

    As with all speaking tasks, your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. This task is scored using the Integrated Speaking Rubrics (see Appendix A).

WRITING SECTION

Writing Practice Set 1

35. What is important to understand from the lecture is that in discussing whether the memoirs of the Chevalier de Seingalt are accurate, the professor disagrees with the points made in the reading, namely that because the Chevalier borrowed money, he could not have been rich; that there is no way the Chevalier could have accurately recorded conversations with Voltaire so many years after they occurred; and that instead of escaping from prison, the Chevalier purchased his freedom by giving his jailers a bribe.

In your response, you should convey the reasons presented by the professor for why the Chevalier's memoir is accurate. A high-scoring response will include the following points made by the professor that cast doubt on the points made in the reading:

Point made in the reading	**Counterpoint made in the lecture**
In the memoir, the Chevalier claims that he was wealthy while living in Switzerland, but since the Chevalier is known to have borrowed money there, he cannot have been very rich.	The Chevalier's wealth was in the form of property that had to be sold in order to generate cash. So he wasn't poor; he just had to borrow money for a few days while he waited for his property to be sold.
The memoir claims to recount accurate conversations between the Chevalier and the famous writer Voltaire; this cannot be true, since it was written so many years after the conversations occurred.	Each night after the conversations took place, the Chevalier wrote down everything he could remember from them. Witnesses confirm that when writing his memoir years later, the Chevalier regularly consulted these notes.
The memoir states that the Chevalier escaped from a Venetian prison by making a hole in the ceiling and climbing through the roof; this is unlikely, since the Chevalier could have asked politically well-connected friends to offer his jailers a bribe to free him.	Other prisoners who had even more powerful political connections were never able to bribe their way to freedom, so the Chevalier probably couldn't either. Also, prison records indicate that soon after the Chevalier's escape, the ceiling of his room in the prison had to be repaired.

This task is scored using the Integrated Writing Rubrics (see Appendix A). A response that receives a score of 5 clearly conveys all three of the main points in the table using accurate sentence structure and vocabulary.

APPENDIX

TOEFL iBT® Speaking Scoring Rubric–Independent Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	**The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:**	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	**The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:**	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	**The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:**	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	**The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:**	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete task and may rely heavily on repetition of the prompt.
0	**Speaker makes no attempt to respond OR response is unrelated to the topic.**			

TOEFL iBT® Speaking Scoring Rubric–Integrated Tasks

Score	General Description	Delivery	Language Use	Topic Development
4	**The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:**	Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	**The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:**	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	**The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:**	Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary in order to follow what is being discussed.
1	**The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:**	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	**Speaker makes no attempt to respond OR response is unrelated to the topic.**			

TOEFL iBT® Integrated Writing Scoring Rubric

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	A response at this level is marked by one or more of the following: • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

LISTENING TRANSCRIPTS

Listening Practice Set 1:

Transcript for Track 1:

Narrator Listen to a conversation between a student and a registrar.

Student Hi, I'd like to drop off my graduation form. I understand you need this in order to process my diploma.

Registrar OK, I'll take that. Uh, before you leave, lemme check our computer … Uh, looks like you're OK for graduation and … hmmmm. Actually, I'm getting a warning flag on your academic record here.

Student Really?

Registrar Yeah, let's see what's what. Uh, OK, are you familiar with our graduation requirements?

Student Um, I think so.

Registrar Then you know you need forty-eight credits in your major field to graduate, and at least twenty-four credits at the intermediate level or higher. Also, after your second year, you have to meet with your department chair to outline a plan for the rest of your time here. In the past, we also issued letters before a student's final year began to let them know what they needed to take in their final year to be OK. But we don't do that anymore …

Student I-I definitely met with my chairperson two years ago. Uh, he told me that I needed eight more courses at the intermediate level or higher in the last two years to be OK … so I'm not sure what the problem is. I made sure I got those credits.

Registrar Unfortunately, the computer's usually pretty reliable … so I'm not sure what's going on here.

Student It could be that I've taken two basic courses but coupled both of them with field experiences.

Registrar What do you mean?

Student Well, I could only take intro courses because there were no intermediate-level courses available for those particular topics. My chairperson told me that if I did independent field research in addition to the assigned work in each course, they would count as intermediate-level courses. My classmates, um, well, some of my classmates, did this for an easy way to meet the intermediate course requirement.

But I did it to get the kind of depth in those topics I was going for. As it turned out, I really enjoyed the fieldwork. It was a nice supplement to just sitting and listening to lectures.

Registrar I'm sure that's true, but the computer's still showing them as basic-level courses, despite the fieldwork.

Student I'm not sure what to do, then. I mean, should I cancel my graduation party?

Registrar No! No reason to get worried like that. Just contact your chairperson immediately, OK? Uh, tell him to call me as soon as possible so that we can verify your fieldwork arrangement and certify those credits right away. It's not like there's an actual deadline today or anything, but if more than a few weeks go by, we might have a real problem that would be very difficult to fix in time for you to graduate. In fact, there probably would be nothing we could do.

Student I'll get on that.

Transcript for Track 2:

Narrator Listen again to part of the conversation. Then answer the question.

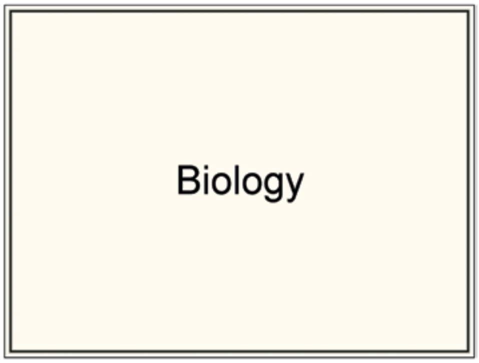
Student I'm not sure what the problem is. I made sure I got those credits.

Registrar Unfortunately, the computer's usually pretty reliable … so I'm not sure what's going on here.

Narrator What does the registrar imply when she says this:

Registrar Unfortunately, the computer's usually pretty reliable … so I'm not sure what's going on here.

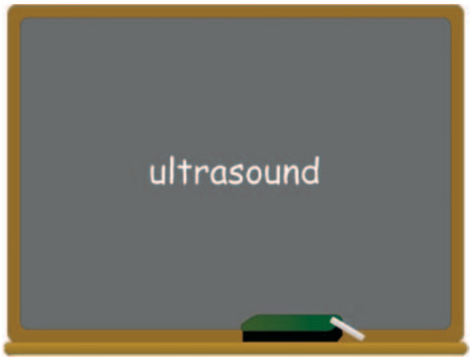
Listening Practice Set 2:
Transcript for Track 3:


Biology

Narrator Listen to part of a lecture in a biology class.

Professor So, that's how elephants use *infra* sound … Now let's talk about the other end of the acoustical spectrum—sound that's too *high* for humans to hear: *ultra* sound.

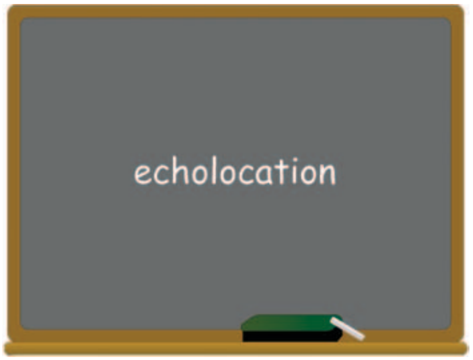
Ultrasound is used by many animals that detect—and, some of them, send out—very high-frequency sounds. So, what's a good example? Yes, Carol?



Female Student Well, bats—since they're all blind, bats have to use sound for—uh, y'know—to keep from flying into things.

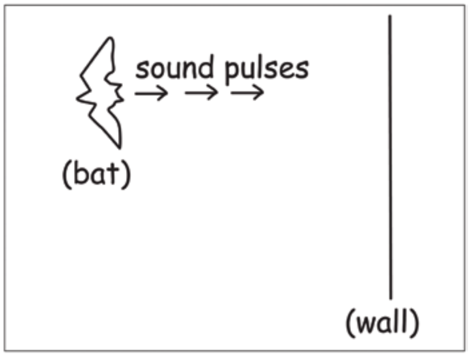
Professor That's echolocation.

Echolocation is pretty self-explanatory: Using echoes—reflected sound waves—to locate things … As Carol said, bats use it for navigation and orientation … and what else? Mike?



Male student Well, finding food is always important—and, uh, I guess, not *becoming* food for other animals …

Professor Right on both counts. Avoiding other predators—and locating prey—uh, typically insects that fly around at night. Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind … actually, there are some species of bats—the ones that don't use echolocation—that *do* rely on their vision for navigation but, it *is* true that, for many bats, their vision is too weak to count on. OK, so: quick summary of how echolocation works. The bat emits these ultrasonic pulses—very high-pitched sound waves that we can't hear—and then: they analyze the echoes—how the waves bounce back. Uh, here, let me finish this diagram I started before class …



So the bat sends out these pulses—very focused bursts of sound, and echoes bounce back …

Y'know, I don't think I need to draw in the echoes. Your-your reading assignment for the next class—it has a diagram that shows this very clearly—so anyway, as I was saying … By analyzing these echoes, the bat can determine, say, if there's a wall in a cave that it needs to avoid … and—how far away it is. Another thing it uses ultrasound to detect is the size and shape of objects. For example, one echo they'd quickly identify is the one they associate with a moth, which is common prey for a bat—particularly, a moth beating its wings. However, moths happen to have a major advantage over most other insects: they can *detect* ultrasound. This means that, when a bat approaches, the moth can detect the bat's presence … so it has time to escape to safety … or else they can just remain motionless—since, um, when they stop beating their wings, they'd be much harder for the bat to distinguish from, oh, a-a leaf … or-or some other object …

Now, we've tended to underestimate just how sophisticated the abilities of animals that use ultrasound are. In fact, we kind of assumed that they were filtering a lot out—uh, the way a sophisticated radar system can ignore echoes from stationary objects on the ground. Radar does this to remove "ground clutter"—information about, um, hills or buildings that it doesn't need … but bats—we thought they were filtering out this kind of information because they simply couldn't analyze it. But it looks as if we were wrong. Recently, there was this experiment with trees and a specific species of bats—a bat called the lesser spear-nosed bat. Now a tree should be a huge acoustical challenge for a bat, right? I mean, it's got all kinds of surfaces, with different shapes and angles … So, well, the echoes from a tree are going to be a mass of chaotic acoustic reflections, right? Not like the echo from a moth. So, we thought, for a long time, that bats stopped their evaluation at simply "that's a tree." Yet, it turns out that-that bats, or at least this particular species, can not only tell that it's a tree, but can also *distinguish* between, say, a pine tree and a deciduous tree—like, a maple, or an oak tree … just by their leaves—an-and when I say "leaves," I mean pine needles, too. Any ideas on how it would know that?

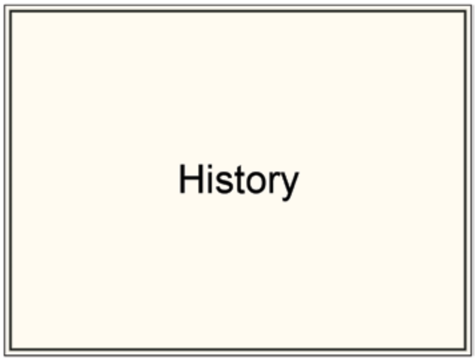
Male Student Well … like with the moth—could it be their shape?

Professor You're on the right track. It's actually the echo off *all* the leaves—as a whole—that matters. Now, think: A pine tree—with all those little, densely packed needles … those produce a large number of faint reflections in what's called a "smooth" echo—the waveform is very even … but an *oak*—which has fewer but bigger leaves with stronger reflections—produces a jagged waveform—or what we call a "rough" echo. And these bats can distinguish between the two—and not just with trees, but with *any* echo that comes in a smooth or rough shape.

Transcript for Track 4:

Narrator	Listen again to part of the lecture. Then answer the question.
Professor	Now, before I go on, let me just respond to something Carol was saying—this idea that bats are blind …
Narrator	Why does the professor say this?
Professor	Now, before I go on, let me just respond to something Carol was saying …

Listening Practice Set 3:
Transcript for Track 5:


History

Narrator Listen to part of a lecture in a history class.

Professor So we've been talking about the printing press, how it changed people's lives, making books more accessible to everyone. More books meant more reading, right? But as you know, not everyone has perfect vision. This increase in literacy, in reading, led to an increase in demand for eyeglasses. And here's something you probably haven't thought of: This increased demand impacted societal attitudes towards eyeglasses.

But, um, first let me back up a bit and talk about vision correction before the printing press. And what did people with poor vision do—I mean especially those few people who were actually literate—what did they do before glasses were invented? Well, they had different ways of dealing with not seeing well. If you think about it, poor vision wasn't their only problem. I mean, think about the conditions they lived in: Houses were dark, sometimes there weren't any windows, candles were the only source of light … So in some places, umm … like ancient Greece, for example, the wealthiest people with poor vision could have someone else read to them. Easy solution if you could afford it.

Another solution was something called a reading stone. Around 1000 C.E., European monks would take a piece of clear rock, often quartz, and place it on top of the reading material. The clear rock magnified the letters, making them appear larger. Umm, it's like what happens when a drop of water falls on something. Whatever's below the drop of water appears larger, right? Well, the reading stone works in a similar way.

But rocks like quartz, quartz of *optical* quality, weren't cheap. Late in the thirteenth century, glassmakers in Italy came up with a less expensive alternative—they made reading stones out of clear glass. And these clear-glass reading stones evolved into the eyeglasses we know today.

So we're pretty sure that glasses were invented in about the late 1200s, well over a hundred years before the printing press. But, it's not clear who exactly invented them first, or exactly what year, but records show that they were invented in both Europe and China at about the same time. By the way, we call this *independent discovery.*

Independent discovery means when something is invented in different parts of the world at the same time. And it's not as unusual as it sounds. You can look at the time line charts in the back of your textbook to see when things were invented in different cultures at about the same time … to see what I'm talking about.

So now let's tie this to what I said before about societal attitudes towards glasses. Initially, in parts of Europe and in China, glasses were a symbol of wisdom and intelligence. This is evident in the artwork from the period. European paintings often portrayed doctors or … or … judges wearing glasses. In China, glasses were very expensive, so in addition to intelligence they also symbolized affluence, wealth. In fourteenth-century Chinese portraits, the bigger the glasses, the smarter and wealthier the subject was. So glasses were a status symbol in some parts of the world.

Now let's get back to the invention of the printing press in 1440. What happened? Suddenly books became readily available, and more people wanted to read, so the need, well actually, not only the need, but the *demand* for more affordable glasses rose drastically. Eventually, inexpensive glasses were produced and then glasses were available to everyone. People could purchase them easily from a traveling peddler.

Transcript for Track 6:

Narrator Listen again to part of the lecture. Then answer the question.

Professor So in some places, umm … like ancient Greece, for example, the wealthiest people with poor vision could have someone else read to them. Easy solution if you could afford it.

Narrator What does the professor imply when she says this:

Professor Easy solution if you could afford it.

SPEAKING TRANSCRIPTS

Speaking Practice Set 2:

Transcript for Track 8:

Narrator City University plans to begin playing music over loudspeakers in the campus cafeterias. You will have 50 seconds to read an article from the campus newspaper about the plan. Begin reading now.

Transcript for Track 9:

Narrator Now listen to two students discussing the university's plan.

Male Student Did you read this article? Are they serious?

Female Student Yeah, I think so. Why?

Male Student Well, first of all, a lot of kids aren't looking for a relaxing break at lunchtime. They like to study while they eat, especially if they have exams coming up, or some assignment they have to get done.

Female Student Yeah, that's true.

Male Student And now they won't be able to concentrate. This is gonna be very distracting.

Female Student Mmm. OK, yeah, I see your point.

Male Student And second, most students don't like classical music.

Female Student It's certainly not what I listen to.

Male Student So are people going to stop listening to their own music?

Female Student No.

Male Student I think people are going to be even more likely to bring their MP3 player, you know, to play their own music and block out the classical stuff.

Female Student Yeah, that makes sense.

Narrator The man expresses his opinion of the university's plan. State his opinion and explain the reasons he gives for holding that opinion.

Speaking Practice Set 3:
Transcript for Track 10:

Narrator Listen to part of a lecture in a business class.

Professor If a consumer has to choose between two products, what determines the choice? Assume that someone, a purchaser, is choosing between two products that cost the same. OK? If people have a choice between two identically priced products, which one will they choose? They choose the one they think is of higher quality, of course. But what does it mean for a product to be a high-quality product? Well, business analysts usually speak of two major factors of quality—one factor is reliability, and the other is what we call features.

So, reliability. What's reliability? Well, a product is reliable if it works the way we expect it to work, if it can go a reasonable amount of time without needing repairs. If a product, a car for example, doesn't work the way it should and needs repairs too soon, we say it's unreliable. So product reliability means, basically, the absence of defects or problems that you weren't expecting. It used to be that when people thought about product quality, they thought mainly about reliability. Today it's different. People do still care about reliability, don't get me wrong. It's just that manufacturing standards are now so high that … take cars for example; today, today's cars all very reliable. So reliability is important, but it's not gonna be the deciding factor.

So if reliability isn't the deciding factor any more, what is? Features—all those extras, the things a product has that aren't really necessary but that make it easier to use or that make it cool: for example, new cars today are loaded with features like electric windows, sun roofs, air conditioning, stereos, and so forth. When people are comparing products today, they look at features—because reliability's pretty much equal across the board. And that's why manufacturers include so many features in their products.

Narrator Using points and examples from the lecture, explain the two major factors of product quality and how their role in consumer decision making has changed.

WRITING TRANSCRIPT

Writing Practice Set 1:
Transcript for Track 11:

Narrator Now listen to part of a lecture on the topic you just read about.

Professor No memoir can possibly be correct in every detail, but still, the Chevalier's memoir is pretty accurate overall and is, by and large, a reliable historical source. Let's look at the accuracy of the three episodes mentioned in the reading.

First, the loan from the merchant: Well, that doesn't mean that the Chevalier was poor. Let me explain. We know that in Switzerland, the Chevalier spent huge amounts of money on parties and on gambling. And he had wealth, but it was the kind of property you have to sell first to get money. So it usually took a few days to convert his assets into actual money. So when he ran out of cash, he had to borrow some while he was waiting for his money to arrive—but that's not being poor!

Second, the conversations with Voltaire: The Chevalier states in his memoir that each night, immediately after conversing with Voltaire, he wrote down everything he could remember about that particular night's conversation. Evidently, the Chevalier kept his notes of these conversations for many years and referred to them when writing the memoir. Witnesses who lived with the Chevalier in his later life confirm that he regularly consulted notes and journals when composing the memoir.

Third, the Chevalier's escape from the prison in Venice: Other prisoners in that prison had even more powerful friends than he did, and none of them were ever able to bribe their way to freedom, so bribery hardly seems likely in his case. The best evidence, though, comes from some old Venetian government documents. They indicate that soon after the Chevalier escaped from the prison, the ceiling of his old prison room had to be repaired. Why would they need to repair a ceiling unless he had escaped exactly as he said he did?

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